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PSYX 582.01: Behavioral Assessment and Intervention

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PSYX582: Behavioral Assessment & Intervention
Fall, 2013

| | |
|----------------------|--|
| Times: | Tuesday 12:10-3:00, Skaggs 303 |
| Instructor: | Greg Machek, PhD |
| Office: | Skaggs 240 |
| Phone: | 243-5546 |
| Email: | greg.machek@umontana.edu |
| Greg's Office Hours: | Monday: 11:00-12:00 Wednesday: 11:00-12:00 Also By Appointment |

Required Texts:

Alberto, P. A. & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers*, 9th Edition. Upper Saddle River, NJ: Pearson.

Crone, D. A., & Horner, R. H. (2003). *Building Positive Behavior Support Systems in Schools*. New York: The Guilford Press.

Sprague, J. & Golly, A. (2012). *Best Behavior: Building Positive Behavior Support in Schools*. Boston, MA: Sopris West

Additional Readings (Moodle):

Additional readings – or other material- will be available on Moodle.

(Some) Recommended Texts:

Chandler, L. K. & Dahlquist, C. M. (2006). *Functional Assessment: Strategies to Prevent and Remediate Challenging Behaviors in School Settings*. Upper Saddle New Jersey: Pearson Education, Inc.

Umbreit, J., Ferro, J. B., Liaupsin, C. J., & Lane, K. L. (2007). *Functional Behavioral Assessment and Function-Based Intervention*. Upper Saddle River, NJ: Pearson.

Shinn, M.R., Walker, H.M., & Stoner, G. (Eds.). (2002). *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches*. Washington, D.C.: National Association of School Psychologists.

Course Objectives (NASP Standards relevant to the objective are listed in bold)

Upon successful completion of this course, students will be able to:

- Understand the need and the theoretical and empirical support for school wide positive behavior supports. (PBS)
 - Specifically, students will be able to understand a three-tiered model of PBS, as well as implement assessment and intervention strategies appropriate to each tier of the model. **(2.1; 2.4; 2.6; 2.7)**
- Develop a behavioral intervention plan (BIP) using empirically supported behavioral procedures **(2.1; 2.2; 2.4; 2.9; 2.1)**
- Understand, identify, and articulate the foundation learning principles of classical conditioning, operant conditioning, and observational learning essential to behavior therapy methods for exceptional students **(2.4; 2.5; 2.7)**
- Understand, identify, and articulate antecedent conditions associated with behavioral difficulties and antecedent modifications that can be made to prevent problematic behavior. **(2.4; 2.6; 2.7)**
- Demonstrate increased knowledge and proficiency in classroom settings, including proficiency in actual measurement, formulation, implementation, and evaluation of behavioral interventions. **(2.1; 2.6; 2.9)**
- Demonstrate competence in consultation and collaboration with family and/or school personnel in understanding, and meeting, student intervention needs. **(2.2; 2.8; 2.10)**
- Develop knowledge about, and competence with using, various standardized, norm-referenced, behavioral assessment systems. **(2.1; 2.7)**
- Develop an understanding of the components of school-wide positive behavioral intervention & support efforts. **(2.6; 2.7; 2.9)**

Learning Activities

Class Participation. Students are expected to read the text(s) and any assigned articles prior to each class session. Class sessions will typically consist of a presentation by the instructor to clarify points in the assigned readings, followed by a demonstration or exercise, as well as discussion of assigned readings, film, or case studies. Students will receive credit for class participation based upon the number and quality of contributions to whole class discussion, small group work, and exercises.

Assignments. Each student will complete small assignments related to one of the three tiers of a response to intervention (school wide) approach to dealing with behavioral difficulties in students. For example, completion of the Schoolwide Evaluation Tool (SET) is an assignment that relates to a universal (Tier 1) effort of providing positive behavior supports to *all* children in a school. Completing scripts for a group social skills class would be considered a targeted, or Tier II intervention. Additionally, the middle portion of our course will address Tier III (and, somewhat,

Tier II supports [more later]) and entail completing assessment and planning that one would do when completing an FBA/BIP process. For example, students will complete different FBA assessment procedures, including interviews and direct observations. You will graph data using excel using a single-subject design format. You will conceptualize and create a “competing behavior model.” Finally, you will ultimately create a Behavior Intervention Plan (BIP that is linked to the FBA results). This will include a description of all data collection steps, your hypotheses, your single-subject design plan, as well as your plan to evaluate your intervention. These assignments will be described more fully by the instructor during class time. Due dates are listed in the timeline below.

Note: It is assumed that all students will be placed within a public school setting during the semester. You will want to work with your practicum supervisor to identify cases for which a behavioral assessment and behavioral plan will be needed. Alternatively, it is possible that the assignments can be done on children that are randomly selected and who are NOT 1) being concurrently assessed for behavioral difficulties, or 2) already being given special education services. But, again, if you are in a situation where your assignments for this class would allow you to help out on a case that you will be doing with your practicum supervisor, that is preferable.

A general description of assignments (more specifics will be provided in class):

Rule Matrix

You will identify and describe behavioral expectations for both classroom and non-classroom settings. This will consist of identifying 3-5 positively stated expectations, and completing the matrix with 2-3 positively stated examples of rule-following behavior within each of the settings for each basic behavioral expectation.

Social Skills Lesson Plan (“Teach-To’s”)

Based on the rule matrix you completed, above, chose one behavioral expectation. Then, develop a lesson plan to teach that social skill (i.e., rule) in that setting. Use the provided format (I will provide) or create your own with the *same* components.

School Wide Evaluation Tool (the SET)

You will be asked to learn this assessment tool, and then go to a local school to administer and score the SET. This is the case even if you have done a SET in the past. More details will follow.

Graphing Data

Using fictional data, you will correctly create an excel chart depicting student progress within a single-subject design model.

Data Gathering

You will be asked to collect data on a student’s behavior. This will entail both direct observational approaches, and indirect interviewing approaches. The assignment

will ask you to collect data on the behavior, itself, and another part of the assignment will have you collect information on the presumed function of the behavior. More specifics to come.

Competing Behavior Assignment

This assignment will allow you to take the presumed function of your target behavior and come up with a plan to introduce more positive and socially acceptable alternatives that serve the same function for the student. It also allows you to consider and plan for manipulations in the relevant setting variables that accompany the target behavior.

Presentations. Students will be responsible for researching and presenting on an assessment and/or intervention. The purpose is to introduce your colleagues to published, norm-referenced behavior assessment instruments, as well as school-wide screening and intervention products. Instruments to choose from include:

First Steps to Success (Secondary – Tier 2- focused on early screening and intervention for disruptive problems. It is used with k-3 children with ADHD/OD/CDD characteristics)

Second Steps (This is a Primary (Tier 1) violence prevention curriculum. **HIGHLY Recommended!** If you use, please ask me to give you a Second Steps-PBIS Alignment chart)

The BASC-II System (Broadband standardized behavioral scale)

The *ABAS-II* (adaptive behavior scale)

The *Conners' Rating Scales* (ADHD and general behavior problems that may be associated with ADHD referrals))

The *Social Skills Intervention System* (SSIS). This is a NEWER program that includes screening/assessment as well as social skills scripts. The version we have is used for Class Wide (Tier I) social skills training. **PLEASE Consider!**

The *Behavioral and Emotional Rating Scale, Second Edition* (BERS: 2)

The *Early Screening Project* (ESP; this is a downward extension of the SSBD)

The *Attention Deficit Disorder Evaluation Scale* (ADDES-II)

This is not an exhaustive list, but the presentation of any other instruments should be approved by the instructor. Presentations can be done by two (2) person teams or individually. Content should include the purpose and rationale of the instrument;

a thorough description of what it measures; explicit instructions on its use; and, technical qualities. A more thorough rubric will be presented in class.

All of the listed materials are either in the test closet at the CPC or in the Skaggs building (likely in my office). Ask me and I can point you in the right direction.

Final. A final exam over selected class topics may be given. This would likely be a take home, essay format.

Practicum involvement. There will be activities for this class that will be included as part of your practicum hours (SP students): please keep track of all these hours. In general, your 587 hours will only be those in which you spent time in the school setting, not other time spent on assignments for this class, such as writing up the BIP, etc.

The practicum site affords students to get accustomed with school classrooms (again). It is also where you will be able to identify and work with a student for your FBA/BIP assignments.

Grading:

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|---------------------|-------------------|
| Class Participation | 75 |
| Assignments | 120 |
| Final BIP | 80 |
| Presentations | 80 |
| Final | 50 |
| Total | 405 points |

Final grades will be determined as follows:

| PERCENTAGE | GRADE |
|------------|-------|
| 94% - 100% | A |
| 90% - 93% | A- |
| 87% - 89% | B+ |
| 84% - 86% | B |
| 80% - 83% | B- |
| 77% - 79% | C+ |
| 74% - 76% | C |
| 70% - 73% | C- |
| 67% - 69% | D+ |
| 64% - 66% | D |
| 60% - 63% | D- |
| 0% - 59% | F |

Projected Timeline (please note that this timeline is subject to change, as are specific readings. I will try to give ample forewarning if this happens):

| Date | Topic | Reading | Assignment |
|-------------|---|--|--|
| 8/27 | INTRO's; Course Overview; PBIS Three Tier Overview; Movie overview for Tier I supports | | |
| 9/3 | Tier I Overview of Supports; Start to Create a Behavior Matrix; Start to Create a Lesson Plan; Reinforcement system ("Gotcha Example") | Sprague & Golly: Skim Ch's 2-3; read Ch's 4-8; Walker & Horner (1996); Scott (2001); Turnbull et al. (2002; Particularly read about the universal level of supports); | |
| 9/10 | Tier I Continued: Evaluating Schoolwide supports with the SET & Use of Data (Guest Speaker- Carol Ewen, School Psychologist and PBIS Consultant); | Last Week, Cont.; SET Manual; Sprague & Golly: Ch. 9 | Create a Behavior Matrix; Create a Lesson Plan; |
| 9/17 | Tier II Overview; The SSBD Screening Instrument; Anger Replacement Training | Sprague & Golly: Ch's 10-13; SSBD Manual; Anderson & Borgmeier, 2010; Partin, et al. (2010); In Class Anger Replacement Training Movie | |
| 9/24 | Tier II, Cont.: Guest Speaker- Marc Aune; The Check In-Check Out System | Check In-Check Out Manual; McIntosh et al, 2009; Read A&T Ch. 1&2 to get ready for next week | |
| 10/1 | Data Collection Systems and | A&T Ch. 3, 4, 5; Horner et al. | |

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| | Procedures; Progress Monitoring & Single Subject Designs; Graphing Data | (2005; <i>"The use of Single Subject Research. . ."</i>); "Cihak et al. Excel Graphing.pdf"; OPTIONAL: DeLuca & Holborn (1992) | |
| 10/8 | Roots of ABA; Operant basics; Identifying and Defining target Behaviors; Functions of Behavior; "Doing" the FBA; | A&T Ch. 1, 2, 6; Crone & Horner, Ch. 3 ; DeBell & Harless (1992); Delprato & Midgley (1992); Bosch & Fuqua (2001); Gresham et al. (2001); FBA Iwata et al. (1994) | SET Results Due(?) |
| 10/15 | Last week, cont.; Increasing Desirable Behaviors | A&T Ch. 7; Akin- Little et al. (2004); Winett & Winkler (1972) | |
| 10/22 | Decreasing Unwanted Behaviors | A&T Ch 8; Horner et al. (2005; <i>"Toward a Technology. . ."</i>); Musser et al. (2001); Medland & Stachnik (1972); Witt & Elliott (1982); | Single subject graphing assignment due |
| 10/29 | Preparing/writing behavioral objectives; Behavior Support Plans (Using the "Competing Behavior Model") Getting your final project going. .. Antecedent Control; Generalization and Maintenance; | Crone & Horner, Ch. 4; Scott et al. (2005); A&T Ch 9; Stokes & Baer (1977); Gable & Hendrickson (2000); Gresham (1989); Conroy & Fox (1994); Optional: Murphy et al. (1983) | |

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| | Social Validity, Treatment Integrity | | |
| 11/5 | Guest Lecture on School-Based Mental Health (Chris Hughes) | | |
| 11/12 | Standardized, Norm-referenced Assessment Tools; Interviewing | Achenbach & Rescorla (2004); Merrell, Ch. 4; Stanger & Lewis (1993); Kamphaus & Frick, Ch. 2 | Data Collection Assignment Due |
| 11/19 | Common Behavioral Problems: Assessing and Working with ADHD & CP's (ODD & CD); Movie: ADHD in the Classroom | Pelham, Fabiano & Masseti (2005); A&T Ch. 11; McMahon & Frick (2005); Banda & Sokolosky (2012); OPTIONAL: Rapport et al. (1982); Reid, Trout & Schwartz (2005); Zentall (2005); DuPaul, Eckert & McGoey; MTA Cooperative Group (1999); | Competing Behavior Assignment |
| 11/26 | Presentations | Presentations | Presentations |
| 12/3 | Presentations | Presentations | Presentations |
| 12/10 | FINALS WEEK- No Class | | Final Due |

Additional Notes:

- . **Expectations:** Academic dishonesty is antithetical to the mission of the University of Montana; all students must practice academic honesty. Misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct –including plagiarism- will result in an “F”

for the course grade and might result in dismissal from the university. Please let me know if you have any questions about what might constitute plagiarism, (also please see p. 21 in the *Catalog*). View the Student Conduct Code at: http://life.umt.edu/vpsa/student_conduct.php

- . **Accommodations for students with disabilities:** Reasonable accommodations are available for students who have a disability that is documented through Disability Services for Students (DSS: 243-2243). If you have a disability that necessitates accommodation, it is your responsibility to declare this to me at the beginning of the semester. Please note that I cannot make any special accommodations *unless your disability is documented by the DSS*. Please see *Catalog*.
- . **The instructor reserves the right to change the syllabus if necessary.**